# MontCAS
### Montana Comprehensive Assessment System
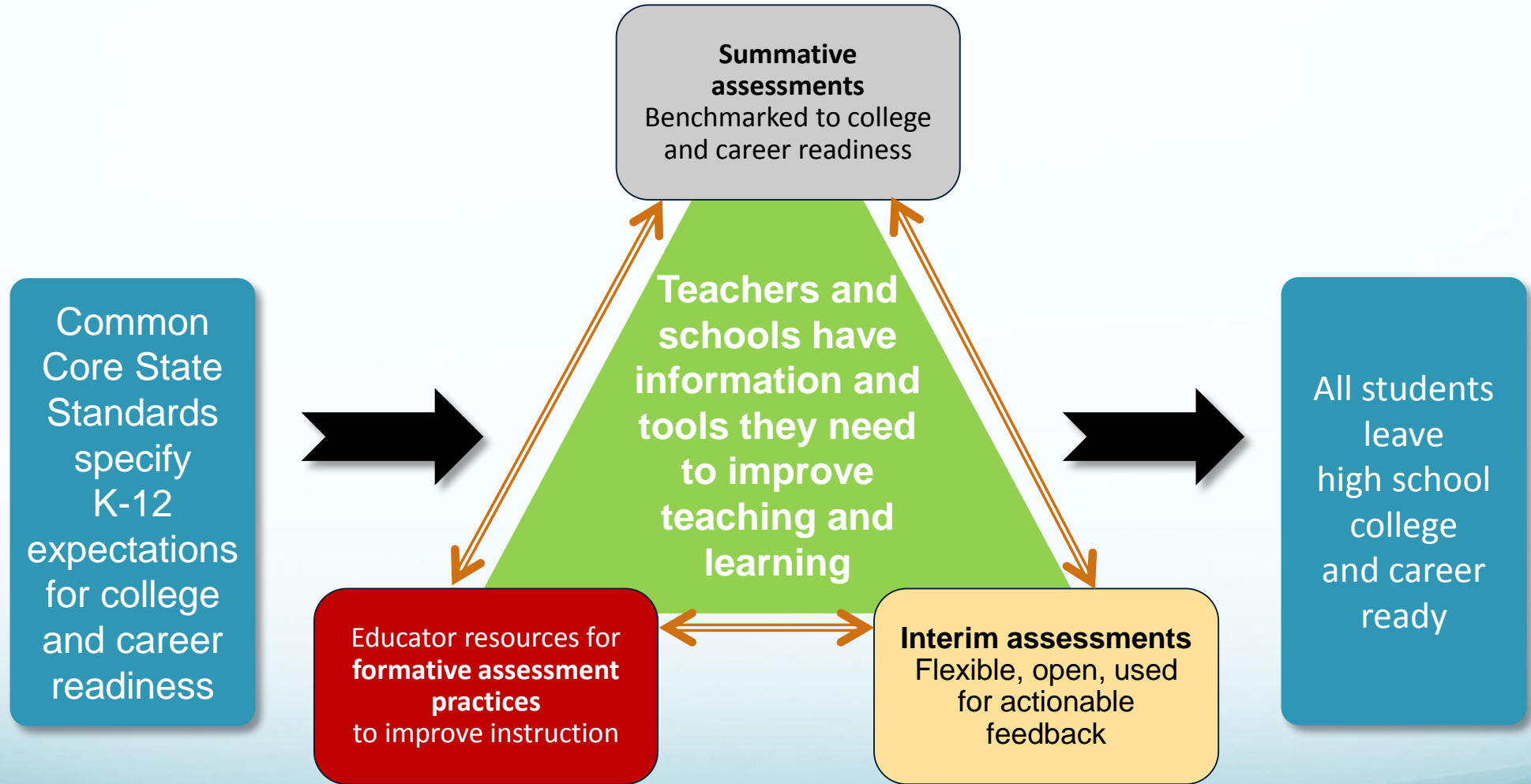
# Smarter Balanced Interim Assessments
# Ennis Schools
# 01/16/2017

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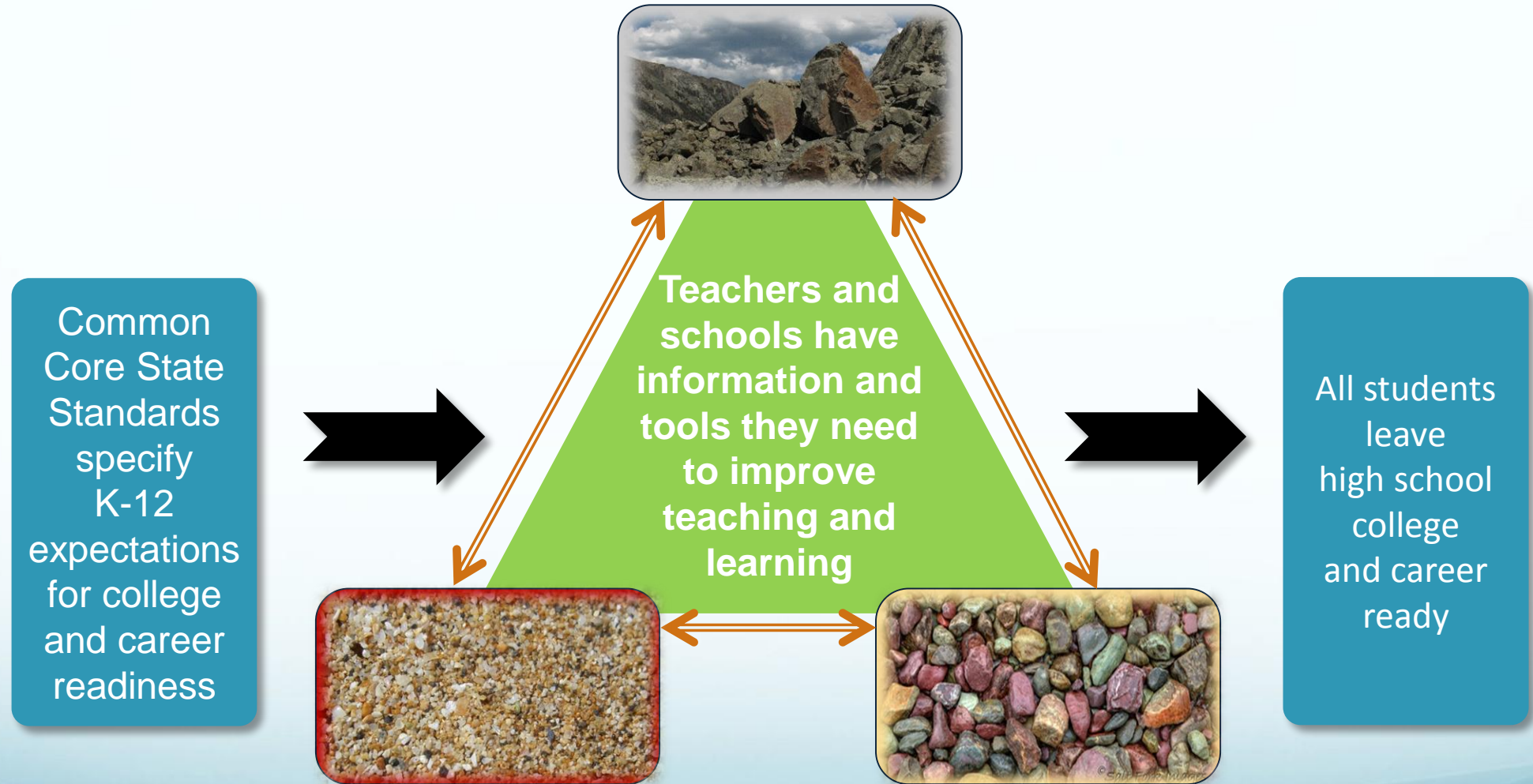
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# Smarter Balanced
# A Balanced Assessment System



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# Smarter Balanced
# A Balanced Assessment System



Common Core State Standards specify K-12 expectations for college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning

All students leave high school college and career ready

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# Overview

The interim assessments are one component of the Smarter Balanced assessment system and are designed to **support teaching** and **student learning** throughout the year and provide information to **inform instruction**.

Developed under the same conditions, protocols, and review procedures as those used in the summative assessments.

# Two Types

**IAB**

**Interim Assessment Blocks**

- Small sets of related concepts
- Provide detailed information for instructional purposes
- Electronically scored*

**ICA**

**Interim Comprehensive Assessment**

- Same content as summative
- Scoring and scaling same as summative
- Electronically scored*

*Performance Tasks must be hand-scored locally for IABs and ICAs

# Interim Basics

- Available on demand, no cost to schools

- No limit to the number of times students can test

- May be used in grade levels other than enrolled grades

- Fixed form, non-adaptive

- Includes a full range of item types

- Same accessibility options as the summative

- And finally…

# Non-Secure Item Bank!!!*



*Non-Public

➡ Available in Math and ELA/Literacy

➡ Educator feedback from across the country

➡ Unique items and more IABs to measure a greater breadth of content

# IAB: Inform Teaching and Learning

- Administer blocks that align with current curriculum and pacing

- Use results with other sources of evidence to identify student strengths and weaknesses

- Evaluate instructional progress and plan adjustments to increase student learning

Over the past year, educators from across the country submitted feedback regarding how to improve these assessments. This lead to more unique items and more IABs to measure a greater breadth of content. These are the results of that effort:

# Math

| IAB NAME | Grade | | |
|---|:---:|:---:|:---:|
| | 3 | 4 | 5 |
| Operations and Algebraic Thinking | ✔ | ✔ | ✔ |
| Numbers and Operations in Base 10 | ✔ | ✔ | ✔ |
| Fractions | ✔ | ✔ | ✔ |
| Geometry | | ✔ | ✔ |
| Measurement and Data | ✔ | ✔ | ✔ |

# Math

| IAB NAME | Grade | |
|---|:---:|:---:|
| | **6** | **7** |
| Ratio and Proportional Relationships | ✔ | ✔ |
| Number System | ✔ | ✔ |
| Expressions and Equations | ✔ | ✔ |
| Geometry | ✔ | ✔ |
| Statistics and Probability | ✔ | ✔ |

# Math

| IAB NAME | Grade 8 |
|---|:---:|
| Expressions and Equations I | ✔ |
| Expressions and Equations II (with Prob/Stats) | ✔ |
| Functions | ✔ |
| Geometry | ✔ |

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# ELA/Literacy

| IAB NAME | Grade | |
| --- | :---: | :---: |
| | 3 - 7 | 8 |
| Read Literary Texts | ✔ | ✔ |
| Read Informational Texts | ✔ | ✔ |
| Brief Writes | ✔ | ✔ |
| Revision (Edit/Revise for Gr 8) | ✔ | ✔ |
| Language and Vocabulary Use | ✔ | |
| Editing | ✔ | |
| Listen/Interpret | ✔ | ✔ |
| Research | ✔ | ✔ |

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# ELA/Literacy for HS

| High School |
|---|
| Read Literary Texts |
| Read Informational Texts |
| Brief Writes |
| **Revision** |
| **Language and Vocabulary Use** |
| **Editing** |
| Listen/Interpret |
| **Research** |
| Performance Task |

# Math for HS

| High School |
|---|
| Algebra and Functions I - Linear Functions, Equations, and Inequalities |
| Algebra and Functions II - Quadratic Functions, Equations, and Inequalities |
| Geometry and Right Triangle Trigonometry |
| Statistics and Probability |
| Mathematics Performance Task |

# IAB: Inform Teaching and Learning

- Administer blocks that align with current curriculum and pacing

- Use results with other sources of evidence to identify student strengths and weaknesses

- Evaluate instructional progress and plan adjustments to increase student learning

# Examples of the Use of IABs

A team of teachers uses a block to become informed about how a group of students are performing in geometry before instruction.

A teacher recently changed his instruction to emphasize reading informational text. A block is used to augment his formative information.

A teacher wants to wrap up a unit on fractions and uses the interim block to plan for remediation and/or reteaching before moving on.

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# Accessibility Supports

- Universal tools, designated supports, and accommodations

- Modifiable on the TA Interface

- Opportunity to try out accessibility supports with students and actual test items

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# Additional Benefits

- Item mapping and connections to the Digital Library

- Authentic testing experience

- Aggregated data

# Handscoring

- Helps build content knowledge and supports collaboration within the school

- Provides a clear sense of the student's strengths and weaknesses

- Builds teacher comfort with technology and the process of online scoring

# New Developments

- Airways Application

  o Allows teachers to view individual student responses to each question

- AVA - Assessment Viewer Application

  o Allows teachers to log on and view all of the items in each assessment

- Training for teachers

  o Introduction, Hand scoring, Score reporting

# FAQs

- Are students required to take interim assessments?

- At which grade levels are interim assessments available?

- How can teachers administer an interim assessment?

- How long are interim assessments?

- How are interim assessments scored?

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# Questions?

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